

UTAH—U.S. MILITARY FORTS, POSTS, AND CAMPS
UTAH TERRITORIAL GROWTH ON INDIAN LANDS
UTAH WARS, BATTLES, AND CONFLICTS
MORMON COLONIES AND SETTLEMENTS, 1847-1900
UTAH INDIAN FARMS AND RESERVATIONS
UTAH GREAT BASIN INDIAN TRIBES AND BANDS
UTAH EXPLORATION ROUTES AND TRAILS

SOCIAL STUDIES, GRADES 4-6

Charts: Utah—U.S. Military Forts, Posts, and Camps
Utah Territorial Growth on Indian Lands
Utah Wars, Battles, and Conflicts
Mormon Colonies and Settlements, 1847-1900
Utah Indian Farms and Reservations
Utah Great Basin Indian Tribes and Bands
Utah Exploration Routes and Trails

OBJECTIVE: The students will be introduced to the contributions of the Indians residing in the State of Utah and of the Indians who lived in this area when the Mormon settlers arrived.

Level 4 Standards: 6040-01; 02; 03; 04; 05

Level 5 Standards: 6050-01; 02; 03; 04; 05

Level 6 Standards: 6060-01; 02; 03; 06

ESSENTIAL QUESTION 1: What was the relationship between the Utah Indian tribes and the Mormons in their colonies and settlements?

ASSESSMENT EVIDENCE

Select two conflicts or wars for concentrated study and research. Students can work in small groups and report or write their findings. Give both sides of the conflict.

Were the Mormon settlers different from the Spanish Catholic settlers? Did they also search for gold? Did the Mormons have a cultural interchange with the Indian tribes?

LEARNING STRATEGIES

Begin presentation as a unit of Utah studies. The charts are to be used in the following order:

- Utah Great Basin Indian Tribes/Bands. Introduce the students to the tribes that lived and are now living in Utah. Discuss the areas where the Utes, Goshutes, Shoshone, and Navajo live; the similarities between the tribes (e.g., dwellings, food sources, form of government); and where the Indian farms and reservations are now.
- Discuss the fact that there are Indian tribes living in Utah, and they have made contributions to the development of this area by assisting immigrants, sharing food, giving up land, restricting their movements and hunting, and adopting the immigrants' culture and spiritual beliefs.

The conflicts and battles that occurred within this area should be discussed with emphasis on the reasons for conflict:

- Fear on the part of the immigrants.
- Restriction of hunting movements.
- Misunderstanding on part of Indians and non-Indians.

The territorial growth chart shows the dates when towns and counties came into being. Students can find the town they are most familiar with and discuss with members of a small group when it was settled. Which Indian tribe or band lived near that town or country? Where did they go when the settlers moved in?

Do the dates of wars coincide with the dates of growth of towns or counties in the Utah Territory? If so, why did this happen?

Explore with the students the concept of giving up something that is yours to a power greater than your own (e.g., a desk which might be a favorite to a bigger student, a favorite toy to a bully).

Why did the Mormon settlers choose Utah Territory? Did they feel that the land was unoccupied? Did they pay the original inhabitants for the use or ownership of the land? What conflict or war was the last to be fought in the Utah territory? Discuss the reasons this conflict began.

Today, many different people work and live in Utah. Many are Indian, Hispanic, black or Anglo. They share many of the same things—doctors, lawyers, store clerks, nurses, teachers, policemen, etc. What else do we share in Utah?

- Discuss freedom of movement we all have.
- Discuss feelings that might exist among non-Indians because of misunderstandings. What can be done to prevent further misunderstandings?

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-12

Charts: Utah—U.S. Military Forts, Posts, and Camps
Utah Territorial Growth on Indian Lands
Utah Wars, Battles, and Conflicts
Mormon Colonies and Settlements—1847-1900
Utah Indian Farms and Reservations
Utah Great Basin Indian Tribes and Bands
Utah Exploration Routes and Trails

Level 7-8 Standards: 6100-01; 02; 03; 04

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

Level 9-12 Standards: 6200-01; 02; 03

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

OBJECTIVE: The students will study the history of the Indians in the development of the State of Utah and study their contributions.

ESSENTIAL QUESTION 1: Did the Mormon settlers and Indian tribes in Utah make good neighbors?

ASSESSMENT EVIDENCE

Small group research and presentation of towns and communities which were settled, dates, tribes, living in or near communities. Research the impact of settlement on the Indian tribes. Did the settlement of the historic lands create a change in their attitude toward the settlers? Did the Indian request payment for the land on which the towns were built

Discuss or research for comparison of the Spanish influence to the Mormon influence. Were reasons for settling the same?

Small group project: research a major battle in the Utah territory and present findings on both sides

LEARNING STRATEGIES

Begin presentation of this unit with introductions to all tribes of Indians living in Utah and where they lived prior to white settlement.

Students should be familiar with the names of Indian tribes, reservations, and farms.

Discuss the need, as perceived by early settlers, for reservations.

- Discuss battles and conflicts that occurred as a result of misunderstandings and confinement.
- Discuss the military's role in Utah (e.g., military forts and posts). What impact did the military presence have on non-Indian and Indian alike?
- Was there a cultural interchange between the Spanish and Indians? Between Mormons and Indians?
- Were the Spanish only searching for gold? What settlement did the Spanish have? Do Spanish influences remain in Utah?

Take a small conflict or issue that might have arisen in Utah as a result of two cultures meeting, and discuss those factors that might have made an easy interchange such as animals for food, materials for clothing, sources of food, respect for spiritual beliefs, etc.

Discuss the Ute tribe's level of development at the time of settlement.

- Did they have permanent shelters? Was that important to be considered civilized?
- Did they have agricultural practices?
- Were they miners of precious metals?

Today many different cultures live in Utah. Indian people not only live on reservations, but participate in every aspect of life.

- Request resource persons of Indian heritage to share their background and career.
- Request resource persons to discuss cultural events and things that make that person different from students.
- Have students share cultural events or things that are an everyday occurrence in their lives and that are very different from the other students.
- Have students identify, discuss, or list contributions of American Indians (e.g., place names, food, etc.).

Resource materials may be found listed at the end of the Guide.

